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ABSTRACT

The study examined whether the California Achievement Test (CAT) results would be affected if the test instructions were administered in the language the children best understood. In a pre-post-test sequence, 77 Mexican American second graders between the ages of 7 and 8 of a low socioeconomic background attending the same elementary school in west San Antonio were administered the CAT Reading Section, Level I, Form A. In the pre-test, the individual classroom teachers gave the instructions only in English. In the posttest, 28 children received the instructions in Spanish, 25 in English, and 21 in the local Spanish dialect. Language dominance of the posttest subjects was informally rated by their teachers. Pre- and posttest scores were subjected to Pearson correlations and to analysis of variance. Findings included: there was a significant difference of .008 in favor of the posttest group receiving instructions in English on the vocabulary subtest; the group receiving instructions in the local dialect omitted fewer items than the English or Spanish group on the reading subtest; significant differences were obtained in favor of the English group in the vocabulary and reading subtests; and an analysis of the gains for each group revealed that, in general, higher gains were obtained by the group receiving instructions in the local dialect. The instructions in Spanish and in the local dialect and the language dominance rating instrument are appended. (NQ)

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EFFECTS OF THE LANGUAGE OF THE INSTRUCTIONS ON TEST PERFORMANCE: CALIFORNIA ACHIEVEMENT TESTS

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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Auspices: EDGEWOOD SCHOOL PLAN--LEVEL I EVALUATION

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INTRODUCTION

The use of tests standardized and designed for the white, middle class population has long been questionable when used on minority groups such as the Mexican-American, bilingual population. Results obtained from such measures on the Mexican-American population do not, as a rule, take into account the cultural and language differences which exist between this group and the white, middle class population.

The California Achievement Test is an instrument commonly used for the measurement of school achievement. This particular test is administered in the Edgewood Independent School District (San Antonio, Texas), an area composed mainly of low socioeconomic, bilingual Mexican-Americans. When test results were reviewed by teachers and administrators, it was evident that the children in the district were scoring significantly below the national norms. The question was raised as to whether the language of the instructions was partially responsible for the poor

test performance, or not. In other words, if the test instructions could be administered in the language the children of the area best understood, it was hypothesized that this would affect test results.

The last testing of the California Achievement Test had been in November, 1973. For the purpose of conducting this study, this first administration was to serve as a pre-test. The post-test would be the administration of the CAT in three languages--in English, in Spanish, and in the local dialect of the area. Accordingly, the following hypotheses were formulated.

HYPOTHESES

Will the administration of the Reading Section of the California Achievement Test in English, in Spanish and in the local Spanish dialect result in three different sets of test results? It is believed that where bilingual, Mexican-American children are concerned, the language of the instructions will influence test performance and outcome.

1. The administration of the CAT in Spanish, English and the local dialect will result in significantly higher scores than its administration in English only.
2. The administration of the CAT in Spanish will result in the significantly higher scores than its administration in English.
3. The administration of the CAT in the local Spanish dialect will result in significantly higher scores than its administration in English or Spanish.

4. The scores of the children in the bilingual classroom will be significantly higher when the CAT is administered in Spanish or English than when it is administered in the local Spanish dialect.

LITERATURE REVIEW

A large number of the estimated 10 million Spanish-speaking people in the United States is of school age. Not only do the language abilities of these Spanish-speaking school children vary within a wide range of bilingualism but they come from a variety of cultural backgrounds. Despite these differences, Spanish-speaking children continue to face difficulties in school. One of these difficulties is their subjection to standardized testing in English. A recent federal court decision ordered the retesting of over 22,000 Mexican-American children in California who had been classified as "mentally retarded" on the basis of English language I.Q. tests. (Zirkle, p. 32) It is therefore imperative that educators carefully review previous studies and encourage new research investigating new methods of testing I.Q. and achievement of Spanish-speaking children.

One of the areas which has been the subject of some studies has been the use of the child's own language, in this case Spanish or a dialect of Spanish, in the administration

of standardized and non-standardized I.Q. and achievement tests. Following is a review of published research which used Spanish translations of instructions, content, or both instructions and content to test Spanish-speaking children.

The Otis Group Intelligence Scale, Primary Examination, has been used in two studies in which the results favored Spanish administration of this test to Spanish-speaking children. Mitchell (1937) found the mean differences in the intelligence quotients obtained was 9.28 in favor of the group receiving instruction to the test in Spanish. Mahakian (1939), using translations of both instructions and content, found that 67% of 104 Spanish-speaking children scored higher in Spanish than in English. At that same time, he tested another 106 Spanish-speaking children using Spanish translations of the instruction and content of the Durrell-Sullivan Reading Capacity Test. Higher scores were obtained in Spanish than in English by 83% of the subjects.

Results from research in which the Stanford-Binet Intelligence Test is used are not as consistent as those from the research using the Otis. Manuel (1941) found that

the average I.Q. of a sample of 98 Mexican-American pupils on the Spanish version surpassed that of the English version. On the other hand, Keston and Jimenez (1954) found that the average I.Q. of a sample of fourth-grade Mexican-American pupils on the same test did not surpass that of the English version. However, their's was a translation developed in Spain and dialectical variances were not considered.

The Weschler Intelligence Scale for Children (WISC) has also been widely used to test Spanish-speaking children. Holland (1960) used his own adaptations of the instruction of the WISC to test 36 Spanish-speaking children from grades one to five. Results of the performance section were significant while results of the verbal section were not. On the other hand, Swanson and DeBlassie (1971), also using a Spanish translation of the WISC instructions, did not find significant differences in the means and standard deviations of the experimental and control groups. Two other studies used Spanish translations of both the WISC instructions and content. The results of Galvan's study (1967) showed lower scores in the English version than in the Spanish with the performance scores correlating while the verbal scores did

not correlate. In a comparison by Palmer and Gaffney (1972) no significant differences were found between any of the scaled scores.

Research using the Peabody Picture Vocabulary Test (PPVT) has provided data favoring its administration in Spanish to Spanish-speaking children. Thonis (1967) found that sixteen out of nineteen Mexican-American students scored higher when tested with a Spanish translation of the PPVT than they did with the standardized English version. Riley (1968) administered three versions of the PPVT: an English version, a Spanish version, and a Spanish-English version. There was no significant difference between the three experimental groups when the PPVT was administered in English but there was a significant difference in the scores in favor of the PPVT administered in Spanish-English.

Other tests have also been used in this area of research. Davis and Personke (1968) administered the Metropolitan Readiness Test, Form A, using the English instructions and a translation in a South Texas Spanish dialect. Means, standard deviations, and correlations between scores on the two versions of the six subtests and

the total scores for the English and Spanish versions were mostly non-significant.

De Weffer (1972) gave the Test of Basic Experience (TOBE) in mathematics and language in a pre-post test sequence to Spanish-speaking first graders. Spanish and English were alternated in every other item. The data were subjected to analysis of covariance which showed significant differences between the two groups at the .05 level in support of the experimental group.

In another study, Anastasi and Cordova (1953) did not find significant differences between scores on the Cattell Culture Free Test when the instructions were given first in English and later in Spanish and vice-versa. On the other hand, Van Duyne and Gutierrez (1953) found that scores were higher when instructions requiring performance of perceptual-motor tasks were also given in Spanish to Spanish-speaking subjects.

Finally, an analysis of variance of the scores from the administration of the Spanish and English versions of the Inter-American Test of General Abilities (Manuel, 1967) in a study by Greene and Zirkle, revealed that differences in language was a significant factor in favor of the Spanish version.

SUMMARY

A review of the research using Spanish translations of instructions and/or content of standardized and non-standardized achievement and I.Q. tests administered to Spanish-speaking populations generally reveals that the tests most dependent on English language skills usually resulted in poorest performance. In most of the studies (Mitchell, Mahakian, Manuel, Galvan, Thonis, Riley, De Weffer, Van Duyne and Gutierrez), when the test was administered in Spanish the subjects made higher scores than when it was administered in English. This was not the case in some studies, however, and indications are that the Spanish dialect used was not that of the population tested. In the Keston-Jimenez study, for example, a translation of the Stanford-Binet Intelligence Test developed in Spain was used on a Mexican-American population and the Spanish scores were lower than the English scores. In Thonis' study, subjects from the city of Laredo made higher scores on a Spanish translation of the PPVT while the subjects

from Fort Worth did not. A bilingualism test (Hoffman) administered to both groups revealed that the Laredo subjects were more fluent in Spanish than the Fort Worth subjects who were more fluent in English. In the Anastasi-Cordova study, the Spanish translation of the Catell Culture Free Test was developed in Puerto Rico and it was administered to New York Puerto Ricans. The Spanish scores for the test were not significantly different from the English scores.

Indications are, then, that a subject will perform better if he is tested in the language in which he is more fluent.

METHOD

Instruments

The California Achievement Tests, 1970 edition, was designed for the measurement, evaluation, and analysis of school achievement. The emphasis is upon content and objectives in the basic curricular areas of reading, mathematics, and language. The intended measurement is one of performance in the three curricular areas. The battery spans grades 1.5 and 2 and contains tests in the three areas previously mentioned. The section used in this study, consists of test items in word skills, words in context, and reading comprehension.

The Informal Rating Scale for Language Dominance was constructed by the authors. It is divided into three sections, each describing language usage in the following situations: social peer interaction, academic situations, and expression of emotions or needs. The child is rated as Spanish dominant if he uses Spanish in all three situations; as bilingual if he easily switches between English

and Spanish in all situations; and as English dominant if he primarily uses English although he can use some Spanish.

Subjects

The subjects consisted of Mexican-American second-grade children between the ages of seven and eight of a low socioeconomic background. All the children attended the same elementary school in west San Antonio. The population of the school, 545 students, consisted of 99% Mexican-Americans. Ninety percent of the children were eligible for, and were receiving free lunches.

Pre-test

Forty-four males and thirty-three females were involved in the first administration of the CAT. Forty-eight of the total seventy-seven subjects were enrolled in bilingual classes where instruction was provided in both English and Spanish. The remaining twenty-nine students were enrolled in a regular classroom where instruction was provided in English only.

Post-test

Forty-one males and thirty-three females were involved in the second administration of the CAT. Twenty-four of the total number were enrolled in a regular classroom where instruction was provided in English only. The remaining fifty were enrolled in bilingual classes.

Procedure

The Reading Section of the California Achievement Tests, Level I, Form A, was administered to the seventy-seven subjects in November, 1973. Instructions were given in English by each of the individual classroom teachers to her own class.

In May, 1974, the same test was administered with seventy-four of the children participating. As previously mentioned, some children were enrolled in classrooms with bilingual instruction, and others were enrolled in a regular classroom. Using an informal scale describing language usage in various settings at school, the teachers rated each child's language dominance as primarily English, primarily Spanish, or as bilingual.

The subjects were then randomly assigned to each of three groups. Group one, which consisted of twenty-eight children, was orally given test instructions in Spanish. Group two, consisting of twenty-one children, was orally given test instructions in the local Spanish dialect. The Spanish and local dialect versions of the instructions were translated by the authors. These new instructions were field-tested on several third-grade students from the same school the subjects attended. Group three, consisting of twenty-five children, was orally given test instructions in English. Any written instructions on the test were blacked out prior to testing. The test was administered by three bilingual Mexican-American adults. All three were familiar with the test and were experienced in testing and testing procedures. They were assisted by the regular classroom teacher.

FINDINGS

Tables 1 and 2 summarize the relationship between the pre- and post-test scores obtained on the vocabulary subtest of the CAT, Level I, Form A. The significant

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Insert Table 1 about here

Insert Table 2 about here

---

difference of .008 in favor of the post-test group which received instructions in English is perhaps due to the emphasis on pre-reading and vocabulary skills taught in the second grade. It appears that this training is done in English as evidenced by the pre- and post- English vocabulary subtest and overall English pre- and post-test scores. These scores were higher than those of the groups receiving the instructions in Spanish or the local dialect.

The vocabulary subtest includes ninety-two items in eight sections testing the following skills:

TABLE 1

Correlation: Pre-Post English Vocabulary

Source	MS	SD	R	PR
Pre-Test	62.8	14.17	0.854	0.000
Post-Test	74.7	13.61		

N = 22 pairs

TABLE 2

Analysis of Variance: Pre-Post English Vocabulary

Source	df	SS	MS	F ratio
Between Subjects	1	1560	1560.1	7.72
Within Subjects	42	8490	202.1	
Total	43	10050		

$p < .008$

a) four sections which test matching a verbal cue to a written symbol;

b) two sections which test discrimination between written symbols (letters and words);

c) one section which tests matching a written word to its pictorial representation;

d) one section which tests the identification of a written word with its written synonym.

On the post-test, the group receiving the English instructions scored higher on seven of the eight subsections (see Table 16). Similar information for the pre-test was not available to the researchers. The results of this analysis reject hypotheses 2 and 3 and partially support hypothesis 4. The mean vocabulary raw scores of the English (73.1) administration are higher than both the Spanish (60.5) and the local dialect (65.9) administration.

Tables 3 and 4 show the relationship between pre- and post-test scores obtained by all three groups combined

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Insert Table 3 about here

Insert Table 4 about here

TABLE 3

Correlation: Pre-Post All Groups Vocabulary

Source	MS	SD	R	PR
Pre-Test	61.2	16.01	0.838	0.000
Post-Test	71.3	13.77		

N = 58 pairs

TABLE 4

Analysis of Variance: Pre-Post All Groups Vocabulary

Source	df	SS	MS	F ratio
Between Subjects	1	2970	2970.3	13.10
Within Subjects	114	25856	226.8	
Total	115	28827		

$p < .001$

on the vocabulary subtest. This difference at the .001 level of significance supports hypothesis 1 which postulates that post-test scores will be higher due to the advantages of administrating the test in the two languages and in the dialect.

Tables 5 and 6 summarize the relationship between pre- and post-test scores for the reading subsection administered in the local dialect. The difference at the .047

Insert Table 5 about here

Insert Table 6 about here

---

level of significance in favor of the post-test group appears to be directly due to the difference in instruction. The group receiving instructions in the Spanish dialect seem to have better comprehended the instructions as evidenced by their attempt to respond to more of the items. Part of the instructions indicated students were to respond to all the items. Table 17 analyzes the number and percent of

TABLE 5

Correlation: Pre-Post Local Dialect Reading

Source	MS	SD	R	PR
Pre-Test	6.4	4.83	0.691	0.001
Post-Test	10.2	6.45		

N = 20 pairs

TABLE 6

Analysis of Variance: Pre-Post Local Dialect Reading

Source	df	SS	MS	F ratio
Between Subjects	1	141	140.6	4.11
Within Subjects	38	1300	34.2	
Total	39	1441		

$p < .047$

omissions by each group. The group receiving instructions in the local dialect omitted fewer items (9.1%) than the English (10.6%) or the Spanish group (11.2%). The data presented here supports hypothesis 3 which predicted higher scores for the group receiving instructions in the local dialect.

Tables 7 and 8 show the relationship between the pre- and post-test scores on the reading subtest obtained

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Insert Table 7 about here

Insert Table 8 about here

---

by the group receiving the instructions in English. The significant difference of .003 is in favor of the post-test group. The difference may be due to an element of bias in the random assignment of the post-test subjects. In this group, twenty of the twenty-five children were rated as average bilingual or better by both their teachers and the language dominance test administered by the Edgewood School Plan of Edgewood Independent School District. In addition,

TABLE 7

Correlation: Pre-Post English Reading

Source	MS	SD	R	PR
Pre-Test	5.6	2.82	0.626	0.002
Post-Test	11.3	7.71		

N = 22 pairs

TABLE 8

Analysis of Variance: Pre-Post English Reading

Source	df	SS	MS	F ratio
Between Subjects	1	361	360.8	10.22
Within Subjects	42	1482	35.8	
Total	43	1843		

$p < .003$

thirteen of the twenty-five children of this group were from the regular classroom taught by an English monolingual teacher. Nine of these thirteen children obtained the nine highest scores of the total groups combined. The results of this analysis support hypothesis 1.

Tables 9 and 10 summarize the relationship between the pre- and post-test scores obtained by all groups on the

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Insert Table 9 about here

Insert Table 10 about here

---

reading subtest. The significant difference of .000 is probably due to the fact that two of the groups made significantly higher scores on the post-test. Therefore, the total scores are higher and also significantly different from the pre-test total scores. These results support hypothesis 1.

Tables 11 and 12 show the relationship between the pre- and post-test total scores of the group receiving the instructions in English. The significant difference is .004

TABLE 9

Correlation: Pre-Post All Group Reading

Source	MS	SD	R	PR
Pre-Test	5.8	3.77	0.617	0.000
Post-Test	9.8	6.82		

N = 58 pairs

TABLE 10

Analysis of Variance: Pre-Post All Groups Reading

Source	df	SS	MS	F ratio
Between Subjects	1	464	464.0	15.04
Within Subjects	114	3517	30.9	
Total	115	3981		

$p < .000$

Insert Table 11 about here

Insert Table 12 about here

---

in favor of the post-test group. As has been pointed out, significant differences were demonstrated between the pre- and post-test scores of the vocabulary and reading subtest. This produced higher scores which resulted in the significant difference. This analysis rejects hypotheses 2 and 3 and partially supports 4.

Tables 13 and 14 show the relationship between pre- and post- total test scores for all groups. The difference

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Insert Table 13 about here

Insert Table 14 about here

---

between tests is significant at the .000 level in favor of the post-test group. These results support the hypothesis

TABLE 11

Correlation: Pre-Post English Total Scores

Source	MS	SD	R	PR
Pre-Test	68.4	15.88	0.854	0.000
Post Test	86.0	20.55		

N = 22 pairs

TABLE 12

Analysis of Variance: Pre-Post English Total Scores

Source	df	SS	MS	F ratio
Between Subjects	1	3421	3421.4	9.68
Within Subjects	42	14842	353.4	
Total	43	18264		

$p < .004$

TABLE 13

Correlation: Pre-Post All Total Scores

Source	MS	SD	R	PR
Pre-Test	66.9	18.22	0.853	0.000
Post-Test	81.1	19.35		

N = 58 pairs

TABLE 14

Analysis of Variance: Pre-Post All Total Scores

Source	df	SS	MS	F ratio
Between Subjects	1	5796	5796.4	
Within Subjects	114	40974	359.4	
Total	115	46770		

$p < .000$

(1) that the administration of the CAT in Spanish, English and the local dialect will result in significantly higher scores than its administration in English only.

Table 15 examines the relationship between the post-total scores of the three groups and there is a significant difference at the .04 level. An analysis of the gains

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Insert Table 15 about here

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for each group revealed the following: a gain of 6.7 points for the Spanish group; a gain of 12.1 points for the local dialect group; and a gain of 15.3 points for the English group. The greater gain was made by the group receiving the instructions in English; however, because of the bias in the random assignment, the possibility exists that had it not been for this bias, the group receiving the instructions in the local dialect may have made an equivalent, if not a greater gain, than the English group. This remains to be demonstrated in future research. The results of this analysis reject hypotheses 2, 3, and 4.

TABLE 15

Analysis of Variance: All Groups Post Total Scores

Source	df	SS	MS	F ratio
Between Subjects	2	2610	1305.1	3.32
Within Subjects	71	27868	392.5	
Total	73	30478		

$p < .04$

THE INFLUENCE OF LANGUAGE INSTRUCTION

Comparison of Percent Correct by Section: Post-Test (Table 16)

This table shows that in seven of the nine sections of the CAT the group receiving the test instructions in

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Insert Table 16 about here

English had fewer incorrect responses. The group receiving instruction in the local dialect had fewer errors in the remaining two sections: matching capital and small letters; and matching the auditory word to the written word. The difference in percent correct between the two groups in the section requiring matching letters is only 1 percent, and therefore, may not be significant. The reason for the difference of four points between the two groups in the section requiring matching the auditory word to the written word is not readily apparent.

TABLE 16

Comparison by Test Sections: Post-Test

Section	English Instr. N = 25		Local Dialect Instr. N = 21		Spanish Instr. N = 28	
	# wrong / # responses	percent correct	# wrong / # responses	percent correct	# wrong / # responses	percent correct
#1-10 match auditory sentences to pix	7/250	97.2%	13/210	93.7%	14/280	94.7%
#11-20: match initial sound to letter	48/250	80.8	46/210	78.1	70/280	71.1
#21-30: match final sound to letter	38/250	84.8	42/210	80	68/280	75.4

TABLE 16 (Continued)

Section	English Instr. N = 25		Local Dialect Instr. N = 21		Spanish Instr. N = 28	
	# wrong / # responses	percent correct	# wrong / # responses	percent correct	# wrong / # responses	percent correct
#31-45: matching letters caps and small	1/375	97.6%	2/315	98.67%	12/420	90.47%
#46-55: matching visual words same and different	30/250	86.4	25/210	85.6	70/280	69.8
#56-65: matching visual word to picture	79/250	65.6	79/210	61.1	132/280	49.2

TABLE 16 (Continued)

Section	English Instr. N = 25		Local Dialect Instr. N = 21		Spanish Instr. N = 28	
	# wrong / # responses	percent correct	# wrong / # responses	percent correct	# wrong / # responses	percent correct
#66-77: match auditory word to written word	78/300	71.67%	62/252	75.25%	110/336	54.83%
#78-92: synonyms visual (in context)	147/350	49.87	173/310	38.67	248/420	31
#93-116: reading comprehension	277/575	43.17	272/504	37.13	413/672	27.2

The average difference in percent correct between the groups receiving English and local dialect instructions is 3 percent except for the section on synonyms where the difference between the two is eleven points. This seems to indicate one of two things: one, that the children's vocabulary is limited to one label per item; or two, that the items on the test were unfamiliar. This did not seem to affect the children in the English instruction group because of the bias in the selection process which was previously discussed.

Spanish errors were more frequent with an average difference of 12.7 percent between the English and Spanish instruction groups. The biggest difference was 18 percent in the synonym section. This result also most likely reflects group assignment bias since only 50 percent of the children in the Spanish instruction group were rated as average bilingual or better (versus 75 percent for the English instruction group).

The average difference between the Spanish and local dialect groups was 9.7 percent with the biggest difference being 21 percent in the section requiring the matching of

the auditory to the written word. The reasons for a smaller difference between the Spanish and local dialect instruction groups and the Spanish and English instruction groups are not clearly apparent and need further analysis.

Number and Percent of Omissions Per Section:

Post-Test (Table 17)

This comparison shows that the number of omitted items were fewer in every section when instructions were presented in the local dialect. Omissions were greater when

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Insert Table 17 about here

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instructions were presented in Spanish. It appears that the children better understood the local dialect directions and therefore attempted to perform that part of the task which indicated that all items be completed. The children who were given Spanish instructions possibly did not understand the directions and therefore responded to only those items which they clearly perceived as having an answer.

TABLE 17

Number and Percent of Omissions Per Section: Post-Test

Section	Spanish Instr.		English Instr.		Local Dialect Instr.	
	No.	%	No.	%	No.	%
#1-10: match sentence auditory to picture	0	0%	0	0%	0	0%
#11-20: match initial sound to letter	11	4.3	0	0	0	0
#21-30: match final sound to letter	2	.4	0	0	0	0
#31-45: match letters, caps and small	28	6.73	8	2.13	1	.67
#46-55: match words: visual, same/different	15	5.4	4	1.6	5	3.0

TABLE 17 (Continued)

Section	Spanish Instr.		English Instr.		Local Dialect Instr.	
	No.	%	No.	%	No.	%
#56-65: match word visual to picture	10	3.9%	7	2.8%	3	1.5%
#66-77: match auditory word to written word	8	2.67	7	2.33	0	0
#78-92: visual synonyms (in context)	51	12.13	41	10.9	20	6.67
#93-116: reading comprehension	76	11.2	64	10.66	45	9.12

A Comparison of Items Missed by Ten or More Subjects:

Post-Test (Table 18)

A comparison of the individual items missed by each group provides the following information:

Insert Table 18 about here

Vocabulary

English	87% correct
Local Dialect	84% correct
Spanish	78% correct

Reading Comprehension

English	25% correct
Local Dialect	24% correct
Spanish	0% correct

Total Score

English	75% correct
Local Dialect	70% correct
Spanish	53% correct

The analysis indicates that the children receiving instructions in Spanish missed more items. The groups receiving instructions in English and in the local dialect

TABLE 18

A Comparison of Items Missed by Ten or More Subjects: Post-Test

Vocabulary	Spanish Instructions N = 28				Local Dialect Instructions N = 21				English Instructions N = 25			
	#W	%W	#OM	%OM	#W	%W	#OM	%OM	#W	%W	#OM	%OM
Beginning Sounds												
#16	11	39	5	7	0	0	0	0	0	0	0	0
#18	20	71	1	4	14	67	0	0	13	52	0	0
#19	12	43	1	4	0	0	0	0	0	0	0	0
Ending Sounds												
#30	12	43	0	0	10	48	0	0	13	52	0	0
Word Form: Same/Different												
#50	10	36	5	7	0	0	0	0	0	0	0	0
Picture-Word Association												
#56	10	36	0	0	0	0	0	0	0	0	0	0
#58	12	43	1	4	0	0	0	0	0	0	0	0
#59	14	50	1	4	0	0	0	0	0	0	0	0
#61	14	50	1	4	0	0	0	0	0	0	0	0
#62	14	50	1	4	0	0	0	0	10	40	0	0
#63	17	61	1	4	0	0	0	0	0	0	0	0
#64	16	57	1	4	10	48	1	4	0	0	0	0
#65	18	64	1	4	13	62	0	0	13	52	0	0

TABLE 18 (Continued)

Vocabulary	Spanish Instructions N = 28				Local Dialect Instructions N = 21				English Instructions N = 25			
	#W	%W	#OM	%OM	#W	%W	#OM	%OM	#W	%W	#OM	%OM
	Word Recognition Matching Auditory to Written Symbol											
#73	14	50	1	4	0	0	0	0	0	0	0	0
#74	10	36	1	4	0	0	0	0	0	0	0	0
#76	16	57	0	0	0	0	0	0	0	0	0	0
#77	0	0	0	0	10	48	0	0	0	0	0	0
	Words in Context Synonyms											
#78	15	54	2	7	10	48	0	0	0	0	0	0
#79	16	57	3	0	10	48	0	0	14	56	1	4
#80	0	0	0	0	13	62	0	0	15	60	2	8
#81	19	68	2	7	14	67	0	0	0	0	0	0
#82	17	61	3	11	0	0	0	0	11	44	1	4
#83	16	57	3	11	0	0	0	0	0	0	0	0
#84	12	43	4	14	10	48	2	10	13	52	2	8
#85	16	57	3	11	13	62	2	10	0	0	0	0
#86	17	61	3	11	12	57	2	10	12	48	4	16
#87	16	57	4	14	11	52	12	10	0	0	0	0
#88	20	71	4	14	0	0	0	0	0	0	0	0
#89	15	54	5	18	11	52	2	10	10	40	6	20
#90	16	57	4	14	16	76	2	10	0	0	0	0
#91	14	50	4	14	13	62	2	10	10	40	4	16
#92	19	68	4	14	15	71	2	10	11	44	5	20

TABLE 18 (Continued)

Reading Comprehension	Spanish Instructions N = 28				Local Dialect Instructions N = 21				English Instructions N = 25			
	#W	%W	#OM	%OM	#W	%W	#OM	%OM	#W	%W	#OM	%OM
Facts												
#93	17	61	1	4	0	0	0	0	0	0	0	0
#94	17	61	2	7	0	0	0	0	13	52	0	0
#99	17	61	2	7	0	0	0	0	0	0	0	0
#105	15	54	4	14	10	48	1	4	10	40	2	8
#106	18	64	4	14	12	57	1	4	13	52	3	12
#107	19	68	4	14	12	57	2	10	0	0	0	0
#111	13	46	4	14	12	57	1	4	11	44	4	16
Interpretation												
#96	19	68	1	4	12	43	4	19	11	44	1	4
#100	14	50	3	11	0	0	0	0	0	0	0	0
#101	17	61	4	14	0	0	0	0	14	56	2	8
#104	20	71	4	14	12	57	1	4	12	48	2	8
#109	16	57	4	14	13	62	1	5	13	52	3	12
#114	17	61	3	11	12	57	1	5	13	52	4	16
Generalizations												
#98	20	71	2	7	13	62	4	19	13	52	1	4
#110	20	71	4	14	0	0	0	0	0	0	0	0
#115	15	54	4	14	10	48	1	5	16	64	4	16

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TABLE 18 (Continued)

Reading Comprehension	Spanish Instructions N = 28				Local Dialect Instructions N = 21				English Instructions N = 25			
	#W	%W	#OM	%OM	#W	%W	#OM	%OM	#W	%W	#OM	%OM
					Inferences							
#95	18	64	2	7	11	43	5	24	0	0	0	0
#97	20	71	2	7	11	52	4	19	15	60	1	4
#102	18	64	3	11	14	67	2	11	14	56	2	8
#103	14	50	3	11	14	67	1	5	13	52	2	8
#108	16	57	4	14	16	76	1	5	10	40	3	12
#112	21	75	4	14	14	67	1	5	10	40	5	20
#113	17	61	4	14	13	62	1	5	0	0	0	0
#116	15	54	4	14	13	62	1	5	14	56	4	16

#W = # Wrong
%W = % Wrong
#OM = # Omitted
%OM = % Omitted

missed almost the same number of items. The implications are that the language of the instructions influenced the scores. It must be kept in mind that although the subjects were randomly assigned, there remained an element of bias. Fifty percent of the children who received test instructions in Spanish had been previously rated as Spanish dominant. Their performance on the test indicates that either the language of the instructions did not aid them or they were erroneously labeled. It is our contention that the subjects are dominant in the local dialect and not in the standard Spanish dialect. This resulted in lower scores when they received instructions in the standard Spanish (see Table 25 discussion). A large proportion (50%) of those in the English instruction group were from monolingual classroom; had this not been the case, it is likely that the scores for the local dialect group would have been equal to or higher than the English group's scores.

Conversion of Raw Score to Grade Equivalent

(Tables 19, 20, 21)

Insert Table 19 about here

Insert Table 20 about here

Insert Table 21 about here

Highest to Lowest Scores by Teacher

(Tables 22, 23, 24)

Insert Table 22 about here

Insert Table 23 about here

TABLE 19

Conversion of Raw Scores to Grade Equivalents: Teacher 1--Bilingual

ID#	Pre-Test 11/73 Group Raw Score: 1133 Mean Raw Score: 62.94 Mean Grade Equivalent: 1.1						Post-Test 5/74 Group Raw Score: 1888 Mean Raw Score: 67.47 Mean Grade Equivalent: 1.3					
	Raw Scores			Grade Equivalent			Raw Scores			Grade Equivalent		
	V	R	T	V	R	T	V	R	T	V	R	T
26271	67	6	73	1.7	1.3	1.7	61	2	63	1.3	0.6	1.0
26379	80	7	87	2.5	1.7	2.3	88	18	106	3.4	3.0	3.1
26476	--	-	--	---	---	---	57	4	61	1.0	0.6	0.8
27057	61	8	69	1.3	1.8	1.4	59	9	68	1.2	2.0	1.3
27243	63	1	64	1.5	0.6	1.1	66	7	73	1.7	1.7	1.7
27022	79	1	80	2.4	0.6	2.0	80	5	85	2.5	0.9	2.2
26212	--	-	--	---	---	---	63	6	69	1.5	1.3	1.4
27111	--	-	--	---	---	---	50	7	57	0.6	1.7	0.6
26417	--	-	--	---	---	---	64	5	69	1.5	0.9	1.4
26999	--	-	--	---	---	---	39	0	39	0.6	0.6	0.6

TABLE 19 (Continued)

ID#	Pre-Test 11/73 Group Raw Score: 1133 Mean Raw Score: 62.94 Mean Grade Equivalent: 1.1						Post-Test 5/74 Group Raw Score: 1888 Mean Raw Score: 67.47 Mean Grade Equivalent: 1.3					
	Raw Scores			Grade Equivalent			Raw Scores			Grade Equivalent		
	V	R	T	V	R	T	V	R	T	V	R	T
26484	52	5	57	0.7	0.9	0.6	70	4	74	1.9	0.6	1.7
26956	33	3	36	0.6	0.6	0.6	64	4	68	1.5	0.6	1.3
26336	49	3	51	0.6	0.6	0.6	57	2	59	1.0	0.6	0.7
26859	42	0	42	0.6	0.6	0.6	43	4	47	0.6	0.6	0.6
26506	64	5	69	1.5	0.9	1.4	74	3	77	2.1	0.6	1.8
26891	--	-	--	---	---	---	80	7	87	2.5	1.7	2.3
27014	55	8	63	0.9	1.8	1.0	70	6	76	1.9	1.3	1.8
26972	59	5	64	1.2	0.9	1.1	62	5	67	1.4	0.9	1.2
27235	--	-	--	---	---	---	36	8	44	0.6	1.8	0.6
26263	58	4	62	1.1	0.6	0.9	70	5	75	1.9	0.9	1.8
27073	66	2	68	1.7	0.6	1.3	78	6	84	2.4	1.3	2.2

TABLE 19 (Continued)

ID#	Pre-Test 11/73 Group Raw Score: 1133 Mean Raw Score: 62.94 Mean Grade Equivalent: 1.1						Post-Test 5/74 Group Raw Score: 1888 Mean Raw Score: 67.47 Mean Grade Equivalent: 1.3					
	Raw Scores			Grade Equivalent			Raw Scores			Grade Equivalent		
	V	R	T	V	R	T	V	R	T	V	R	T
27227	--	-	--	---	---	---	74	5	79	2.1	0.9	1.9
26344	--	-	--	---	---	---	37	9	46	0.6	2.0	0.6
27103	77	4	81	2.3	0.6	2.0	81	12	93	2.5	2.4	2.5
27219	51	0	51	0.6	0.6	0.6	57	8	65	1.0	1.8	1.1
26425	53	4	57	0.7	0.6	0.6	48	8	56	0.6	1.8	0.6
26468	--	-	--	---	---	---	35	1	36	0.6	0.6	0.6
26298	59	0	59	1.2	0.6	0.7	62	3	65	1.4	0.6	1.1

V = Vocabulary

R = Reading Comprehension

T = Total Raw Score or Grade Equivalent

TABLE 20

Conversion of Raw Scores to Grade Equivalents: Teacher 2--Bilingual

	Pre-Test 11/73 Group Raw Score: 837 Mean Raw Score: 52.31 Mean Grade Equivalent: .8						Post-Test 5/74 Group Raw Score: 1522 Mean Raw Score: 69.18 Mean Grade Equivalent: 1.4					
ID#	Raw Scores			Grade Equivalent			Raw Scores			Grade Equivalent		
	V	R	T	V	R	T	V	R	T	V	R	T
26239	53	9	62	0.7	2.0	0.9	65	4	69	1.6	0.6	1.4
Absent	--	-	--	---	---	---	--	--	---	---	---	---
26395	58	6	64	1.1	1.3	1.1	85	16	101	2.9	2.8	2.8
26905	35	7	42	0.6	1.7	0.6	54	8	62	0.8	1.8	0.9
26302	31	3	34	0.6	0.6	0.6	56	4	60	0.9	0.6	0.8
27065	56	5	61	0.9	0.9	0.8	85	5	90	2.9	0.9	2.4
27138	34	6	40	0.6	1.3	0.6	60	5	65	1.2	0.9	1.1
27049	60	6	66	1.2	1.3	1.2	69	6	75	1.8	1.3	1.8
26883	--	-	--	---	---	---	55	7	62	0.9	1.7	0.9
Absent	--	-	--	---	---	---	--	--	---	---	---	---

TABLE 20 (Continued)

ID#	Pre-Test 11/73 Group Raw Score: 837 Mean Raw Score: 52.31 Mean Grade Equivalent: .8						Post-Test 5/74 Group Raw Score: 1522 Mean Raw Score: 69.18 Mean Grade Equivalent: 1.4					
	Raw Scores			Grade Equivalent			Raw Scores			Grade Equivalent		
	V	R	T	V	R	T	V	R	T	V	R	T
26832	40	5	45	0.6	0.9	0.6	71	18	89	2.0	3.0	2.4
27839	--	-	--	---	---	---	57	10	67	1.0	2.2	1.2
Absent	--	-	--	---	---	---	--	--	--	---	---	---
27081	50	5	55	0.6	0.9	0.6	62	4	66	1.4	0.6	1.2
26387	71	5	76	2.0	0.9	1.8	82	13	95	2.6	2.5	2.6
27286	36	9	45	0.6	2.0	0.6	42	2	44	0.6	0.6	0.6
25913	57	5	62	1.0	0.9	0.9	63	6	69	1.5	1.3	1.4
27332	--	-	--	---	---	---	71	5	76	2.0	0.9	1.8
26875	40	4	44	0.6	0.6	0.6	64	5	69	1.5	0.9	1.4
Absent	--	-	--	---	---	---	--	--	--	---	---	---
Absent	--	-	--	---	---	---	--	--	--	---	---	---

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TABLE 20 (Continued)

ID#	Pre-Test 11/73 Group Raw Score: 837 Mean Raw Score: 52.31 Mean Grade Equivalent: .8						Post-Test 5/74 Group Raw Score: 1522 Mean Raw Score: 69.18 Mean Grade Equivalent: 1.4					
	Raw Scores			Grade Equivalent			Raw Scores			Grade Equivalent		
	V	R	T	V	R	T	V	R	T	V	R	T
26433	--	-	--	---	---	---	63	4	67	1.5	0.6	1.2
27685	60	1	61	1.2	0.6	0.8	58	14	72	1.1	2.6	1.6
26409	38	2	40	0.6	0.6	0.6	55	5	60	0.9	0.9	0.8
27006	--	-	--	---	---	---	40	4	44	0.6	0.6	0.6
26492	36	4	40	0.6	0.6	0.6	49	9	58	0.6	2.0	0.6
26328	--	-	--	---	---	---	58	4	62	1.1	0.6	0.9
Absent	--	-	--	---	---	---	--	--	--	---	---	---

V = Vocabulary

R = Reading Comprehension

T = Total Raw Score or Grade Equivalent

TABLE 21

Conversion of Raw Scores to Grade Equivalents: Teacher 3--Monolingual

ID#	Pre-Test 11/73 Group Raw Score: 1913 Mean Raw Score: 79.70 Mean Grade Equivalent: 2.0						Post-Test 5/74 Group Raw Score: 2258 Mean Raw Score: 94.08 Mean Grade Equivalent: 3.0					
	Raw Scores			Grade Equivalent			Raw Scores			Grade Equivalent		
	V	R	T	V	R	T	V	R	T	V	R	T
27448	71	3	74	2.0	0.6	1.7	85	9	94	2.9	2.0	2.5
27359	78	6	84	2.4	1.3	2.2	83	11	94	2.7	2.3	2.5
27472	90	20	110	4.0	3.3	3.6	92	23	115	4.8	4.9	5.2
27375	38	3	41	0.6	0.6	0.6	60	4	64	1.2	0.6	1.1
27499	87	11	98	3.2	2.3	2.7	91	22	113	4.4	4.1	4.5
27537	83	7	90	2.7	1.7	2.4	90	22	112	4.0	4.1	4.1
27545	76	11	87	2.2	2.3	2.3	91	23	114	4.4	4.9	4.8
27561	82	5	87	2.6	0.9	2.3	90	17	107	4.0	2.9	3.2
27588	88	14	102	3.4	2.6	2.8	92	23	115	4.8	4.9	5.2
27626	48	3	51	0.6	0.6	0.6	62	4	66	1.4	0.6	1.2
27634	80	10	90	2.5	2.2	2.4	92	24	116	4.8	6.1	5.7

TABLE 21 (Continued)

ID#	Pre-Test 11/73 Group Raw Score: 1913 Mean Raw Score: 79.70 Mean Grade Equivalent: 2.0						Post-Test 5/74 Group Raw Score: 2258 Mean Raw Score: 94.08 Mean Grade Equivalent: 3.0					
	Raw Scores			Grade Equivalent			Raw Scores			Grade Equivalent		
	V	R	T	V	R	T	V	R	T	V	R	T
27642	92	18	110	4.8	3.0	3.6	91	23	114	4.4	4.9	4.8
27669	66	7	73	1.7	1.7	1.7	74	4	78	2.1	0.6	1.9
27391	71	5	76	2.0	0.9	1.8	86	11	97	3.1	2.3	2.7
27693	73	9	82	2.1	2.0	2.1	87	21	108	3.2	3.6	3.3
27715	63	8	71	1.5	1.8	1.6	62	7	69	1.4	1.7	1.4
27707	82	7	89	2.6	1.7	2.4	91	21	112	4.4	3.6	4.1
27723	63	6	69	1.5	1.3	1.4	72	3	75	2.0	0.6	1.8
27758	74	6	80	2.1	1.3	2.0	87	18	105	3.2	3.0	3.0
27413	60	8	68	1.2	1.8	1.3	67	12	79	1.7	2.4	1.9
27421	57	4	61	1.0	0.6	0.8	62	4	66	1.4	0.6	1.2

TABLE 21 (Continued)

ID#	Pre-Test 11/73 Group Raw Score: 1913 Mean Raw Score: 79.70 Mean Grade Equivalent: 2.0						Post-Test 5/74 Group Raw Score: 2258 Mean Raw Score: 94.08 Mean Grade Equivalent: 3.0					
	Raw Scores			Grade Equivalent			Raw Scores			Grade Equivalent		
	V	R	T	V	R	T	V	R	T	V	R	T
27774	63	5	68	1.5	0.9	1.3	71	10	81	2.0	2.2	2.0
27782	76	4	80	2.2	0.6	2.0	77	8	85	2.3	1.8	2.2
27884	66	6	72	1.7	1.3	1.6	72	7	79	2.0	1.7	1.9

V = Vocabulary

R = Reading Comprehension

T = Total Raw Score or Grade Equivalent

TABLE 22

Highest to Lowest Scores: Teacher 1--Bilingual

			Pre-Test			Post-Test		
ID#	L.G.	L.D.	V	R	T	V	R	T
26379	3	2	80	7	87	88	18	106
27103	1	2	77	4	81	81	12	93
26891	1	2	--	-	--	80	7	87
27022	1	1	79	1	80	80	5	85
27073	1	2	66	2	68	78	6	84
27227	1	1	--	-	--	74	5	79
26506	2	2	64	5	69	74	3	77
27014	1	1	55	8	63	70	6	76
26263	3	1	58	4	62	70	5	75
26484	3	2	52	5	57	70	4	74
27243	2	1	63	1	64	66	7	73
26212	1	1	--	-	--	63	7	70
26417	1	2	--	-	--	64	5	69
27057	1	1	61	8	69	59	9	68
26956	1	1	33	3	36	64	4	68
26972	1	1	59	5	64	62	5	67

TABLE 22 (Continued)

			Pre-Test			Post-Test		
ID#	L.G.	L.D.	V	R	T	V	R	T
26298	3	1	59	0	59	62	3	65
27219	2	2	51	0	51	57	8	65
26271	2	1	67	6	73	61	2	63
26476	2	1	--	-	--	57	4	61
26336	1	1	49	3	51	57	2	59
27111	1	2	--	-	--	50	7	57
26425	2	1	53	4	57	48	8	56
26859	3	1	42	0	42	43	4	47
26344	1	1	--	-	--	37	9	46
27235	1	1	--	-	--	36	8	44
26999	1	1	--	-	--	39	0	39
26468	3	1	--	-	--	35	1	36

L.G. = Language Group

L.D. = Language Dominance

V = Vocabulary Raw Score

R = Reading Comprehension Raw Score

T = Total Raw Score (V + R)

TABLE 23

Highest to Lowest Scores: Teacher 2--Bilingual

			Pre-Test			Post-Test		
ID#	L.G.	L.D.	V	R	T	V	R	T
26395	3	2	58	6	64	85	16	100
26387	3	2	71	5	76	82	13	95
27065	1	2	56	5	61	85	5	90
26832	3	1	40	5	45	71	18	89
27332	3	1	--	-	--	71	5	76
27049	2	2	60	6	66	69	6	75
27685	2	1	60	1	61	58	14	72
26913	2	1	57	5	62	63	6	69
26239	3	2	53	9	62	65	4	69
26875	2	1	40	5	45	64	5	69
26433	3	2	--	-	--	63	4	67
27839	1	1	--	-	--	57	10	67
27081	3	2	50	5	55	62	4	66
27138	2	1	34	6	40	60	5	65
26905	2	1	35	7	42	54	8	62

TABLE 23 (Continued)

ID#	L.G.	L.D.	Pre-Test V	Pre-Test R	Pre-Test T	Post-Test V	Post-Test R	Post-Test T
26883	1	1	--	-	--	55	7	62
26328	1	2	--	-	--	58	4	62
26409	1	1	38	2	40	55	5	60
26301	1	1	31	3	34	56	4	60
26492	2	1	36	4	40	49	9	58
27286	1	1	36	9	45	42	2	44
27006	1	2	--	-	--	40	4	44

L.G. = Language Group

L.D. = Language Dominance

V = Vocabulary Raw Score

R = Reading Comprehension Raw Score

T = Total Raw Score (V + R)

Insert Table 24 about here

Tables 19-24 show a comparison of each child's raw score and grade equivalent on the pre- and post-tests. They are sectioned according to teacher. A pattern immediately becomes apparent: the children with the best scores on the pre- and post-tests have the most experienced teacher; the children with the next best scores on the pre- and post-tests have the teacher with some experience; and the children with the lowest scores on the pre- and post-tests have the teacher with least experience. The breakdown for average scores by teacher is as follows:

5+ years experience--Monolingual

	Pre-test	Post-test
Raw score range	41 - 101	64 - 116
Raw score	79.7	94.1
Grade equivalent	2.0	3.0

1 year experience--Bilingual

	Pre-test	Post-test
Raw score range	64 - 45	44 - 100
Raw score	52.3	69.2
Grade equivalent	.8	1.4

TABLE 24

Highest to Lowest Scores: Teacher 3--Monolingual

			Pre-Test			Post-Test		
ID#	L.G.	L.D.	V	R	T	V	R	T
27634	3	2	80	10	90	92	24	116
27472	2	2	90	20	110	92	23	115
27588	1	2	88	14	102	92	23	115
27642	2	2	92	18	110	91	23	114
27545	3	2	76	11	87	91	23	114
27499	2	2	87	11	98	91	22	113
27537	3	2	83	7	90	90	22	112
27707	3	2	82	7	89	91	21	112
27693	3	2	73	9	82	87	21	108
27561	3	2	82	5	87	90	17	107
27758	2	2	74	6	80	87	18	105
27391	2	2	71	5	76	86	11	97
27359	2	2	78	6	84	83	11	94
27448	3	2	71	3	74	85	9	94
27782	1	2	76	4	80	77	8	85

TABLE 24 (Continued)

			Pre-Test			Post-Test		
ID#	L.G.	L.D.	V	R	T	V	R	T
27774	1	2	63	5	68	71	10	81
27804	1	2	66	6	72	72	7	79
27413	2	2	60	8	68	67	12	79
27669	3	2	66	7	73	74	4	78
27723	2	2	63	6	69	72	3	75
27715	3	2	63	8	71	62	7	69
27421	3	2	57	4	61	62	4	66
27626	3	2	48	3	51	62	4	66
27375	3	1	38	3	41	60	4	64

L.G. = Language Group

L.D. = Language Dominance

V = Vocabulary Raw Score

R = Reading Comprehension Raw Score

T = Total Raw Score (V + R)

0 years experience--Bilingual

	Pre-test	Post-test
Raw score range	35 - 88	36 - 106
Raw score	62.9	67.5
Grade equivalent	1.1	1.3

The results of this data indicate the need for further research in this area. School districts should delve further into the factor of teacher experience influence on student progress and test performance. They should also be aware that tracking sometimes inadvertently exists and should be able to identify and prevent it.

LANGUAGE DOMINANCE

Scores by Language Dominance and Language of Instruction (Table 25)

This table lists gains made by each individual child on the post-test according to their dominant language and the language in which the instructions to the test were

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Insert Table 25 about here

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presented. The children whose predominant language was rated as Spanish and who received instructions in English made an average gain of 7 points. Spanish dominant children who received instructions in the local dialect gained an average of 12.4 points and those receiving instructions in Spanish gained an average of 9 points. These results seem to indicate that providing Spanish dominant children with local dialect instructions improves their test scores.

Children who were rated as being bilingual and who received test instruction in English gained an average of

TABLE 25

Scores by Language Dominance and Language of Instruction

ID#	L.D.	L.I.	V-RS	R-RS	T-RS	Gain
26336	1	1	57	2	59	+08
26301	1	1	56	4	60	+34
26883	1	1	58	4	62	0
27839	1	1	57	10	67	0
27286	1	1	42	2	44	-01
26409	1	1	55	5	60	+20
26999	1	1	39	0	39	0
26956	1	1	64	4	68	+32
27235	1	1	36	8	44	0
26344	1	1	37	9	46	0
			501	48	549	+94
			$\bar{X} = 50.1$	$\bar{X} = 4.8$	$\bar{X} = 54.9$	$\bar{X} = +\ 9.4$
26425	1	2	48	8	56	-01
26476	1	2	57	4	61	0
26905	1	2	54	8	62	+20
27138	1	2	60	5	65	+26
26913	1	2	63	4	67	+07
26875	1	2	64	5	69	+24
27685	1	2	56	14	72	+11
			402	48	454	+87
			$\bar{X} = 57.7$	$\bar{X} = 6.85$	$\bar{X} = 64.85$	$\bar{X} = +12.4$

TABLE 25 (Continued)

ID#	L.D.	L.I.	V-RS	R-RS	T-RS	Gain
26859	1	3	43	4	47	+05
26468	1	3	35	1	36	0
27332	1	3	71	5	76	0
27375	1	3	60	4	64	+23
			209	14	223	+28
			$\bar{X}$ = 52.5	$\bar{X}$ = 3.5	$\bar{X}$ = 55.75	$\bar{X}$ = +7
27022	2	1	80	5	85	+05
27588	2	1	92	23	115	+13
26417	2	1	64	5	69	0
27774	2	1	71	10	81	+13
27227	2	1	74	5	79	0
27782	2	1	77	8	85	+05
26891	2	1	80	7	87	0
27804	2	1	72	7	79	+07
26972	2	1	62	5	67	0
27065	2	1	85	5	90	+31
27006	2	1	40	4	44	0
27103	2	1	81	12	93	+12
26212	2	1	63	6	69	0
26328	2	1	58	4	62	0
27073	2	1	78	6	84	+16
			1077	112	1189	+102
			$\bar{X}$ = 71.8	$\bar{X}$ = 7.46	$\bar{X}$ = 79.26	$\bar{X}$ = +6.8

TABLE 25 (Continued)

ID#	L.D.	L.I.	V-RS	R-RS	T-RS	Gain
27243	2	2	66	7	73	+09
27359	2	2	83	11	94	+10
27499	2	2	91	22	113	+15
27642	2	2	91	23	114	+04
27391	2	2	86	11	97	+21
27723	2	2	72	3	75	+06
27758	2	2	87	18	105	+25
27413	2	2	67	12	79	+11
27049	2	2	69	6	75	+09
26492	2	2	49	9	58	+18
26506	2	2	74	3	77	+08
27219	2	2	57	8	65	+14
26171	2	2	61	2	63	+10
27472	2	2	92	23	115	+05
			1045	158	1203	+165
			$\ddot{\bar{X}} = 74.04$	$\bar{X} = 11.28$	$\bar{X} = 85.9$	$\bar{X} = +11.7$

TABLE 25 (Continued)

ID#	L.D.	L.I.	V-RS	R-RS	T-RS	Gain
26379	2	3	88	18	106	+19
26484	2	3	70	4	74	+17
26263	2	3	70	5	75	+13
26298	2	3	62	3	65	+06
26239	2	3	65	4	69	+07
26395	2	3	85	15	100	+37
26832	2	3	71	18	89	+44
27081	2	3	62	4	66	+11
26387	2	3	82	13	95	+21
26433	2	3	63	4	67	0
27448	2	3	85	9	94	+20
27545	2	3	91	23	114	+27
27561	2	3	90	17	107	+20
27626	2	3	62	4	66	+15
27634	2	3	92	24	116	+26
27669	2	3	74	4	78	+05
27693	2	3	87	21	108	+26
27715	2	3	62	7	69	-02
27707	2	3	91	21	112	+23
27421	2	3	62	4	66	+05
			1514	222	1737	+340
			$\bar{X}$ = 75.7	$\bar{X}$ = 22.2	$\bar{X}$ = 86.85	$\bar{X}$ = +17

TABLE 25 (Continued)

ID#	L.D.	L.I.	V-RS	R-RS	T-RS	Gain
27057	3	1	59	9	68	-01
27111	3	1	50	7	57	0
27014	3	1	70	6	76	+13
			179	22	201	+12
			X = 59.6	X = 7.3	X = 67	X = +4
27537	3	3	91	21	112	+22

L.D. = Language Dominance: 1 = Span.; 2 = Biling.; 3 = Engl.

L.I. = Language of Instruction: 1 = Span.; 2 = Loc. Dialect; 3 = Engl.

V-RS = Vocabulary Raw Score

R-RS = Reading Comprehension Raw Score

T-RS = Total Raw Score (V-RS + R-RS = T-RS)

Gain = Difference in Raw Scores: Pre & Post Tests

17 points. Bilingual children who received instruction in the local dialect gained an average of 11.8 points and those receiving instructions in Spanish gained an average of 6.8 points. The results appear to indicate that these children achieve higher scores when instructions are presented in English. It would, however, present a clearer picture if each child's bilingualism were better defined. Further analysis could indicate whether the child was equally proficient in both languages, or whether his proficiency is better, however slightly, in either one of the two languages. This kind of analysis is now available in Edgewood Independent School District through a recently developed instrument entitled the Edgewood Language Dominance Assessment (E.L.D.A.) developed by Edgewood School Plan staff. Since this study was occurring simultaneously with the development of the E.L.D.A., the ESP language dominance model was used only as a crosscheck for checking the accuracy of the informal teacher rating scale.

Only four children were rated as English dominant; three received instructions in Spanish, none in the local dialect and one in English. The three children receiving

Spanish instructions gained 4 points; the child receiving instructions in English gained 22 points. Although the sampling is small, it also seems to indicate that children tested in their dominant language achieve higher scores.

SUMMARY

A survey of previous research generally reveals that standardized and non-standardized achievement and I.Q. tests most dependent on English language skills result in poor performance when administered to Spanish-speakers. Consequently, in this study, an attempt has been made to make a case for the provision of test instructions to children in the language they best understand in order to enhance test performance. It was hypothesized that: 1) The administration of the CAT in Spanish, English and the local dialect would result in significantly higher scores than its administration in English only; 2) The administration of the CAT in Spanish would result in significantly higher scores than its administration in English; 3) The administration of the CAT in the local Spanish dialect would result in higher scores than its administration in English or Spanish; and 4) The scores of the children in the bilingual classrooms will be significantly higher when the CAT is administered in the local Spanish dialect.

In a pre-post-test sequence, fifty-eight pairs of subjects were administered the California Achievement Test Reading Section, Level I, Form A. In the pre-test, instructions were given only in English by each of the individual classroom teachers to her own class. In the post-test, subjects were randomly assigned to one of three groups. One group was presented the instructions in Spanish, another group in English, and a third group in the local Spanish dialect. Language dominance of the post-test subjects was informally rated by their teachers. The rating instrument was an informal one constructed by the authors.

Scores of the pre- and post-tests were subjected to Pearson correlations and to analysis of variance. Results indicate significant differences at the 0.05 level in six of the comparisons:

1) Pre- and post-test scores on the vocabulary subtest indicate a significant difference of .008 in favor of the post-test group receiving instructions in English. This difference is perhaps due to English training in pre-reading and vocabulary skills in the second grade. The results reject hypothesis 2 and 3 and partially support 4.

2) Pre- and post-test scores obtained by all three groups combined on the vocabulary subtest show a significant difference in favor of the post-test group at the .001 level in support of hypothesis 1.

3) Pre- and post-test scores for the reading subsection administered in the local dialect show a significant difference at the .047 level in favor of the post-test group. This difference appears to be directly due to the difference in instructions. The group receiving instructions in the local dialect omitted fewer items than the English or Spanish group. This data supports hypothesis 3.

4) Pre- and post-test scores for the reading subtest administered in English show a significant difference at the .003 level of significance. The difference may be due to an element of bias in the random assignment of the post-test subjects. In this group, twenty of the twenty-five children were rated as average bilingual or better. In addition, thirteen of the twenty-five children of this group were from the regular classroom taught by an English monolingual teacher. Nine of these thirteen children obtained the nine highest scores of the total group combined. The results of this analysis support hypothesis 1.

5) Pre- and post-test total scores of the group receiving instructions in English show a significant difference at the .004 level in favor of the post-test group. Significant differences were obtained in favor of the English group in the vocabulary and reading subtests. This resulted in a significantly different total score. This analysis rejects hypothesis 2 and 3 and partially supports 4.

6) Pre- and post-test total scores for all three groups combined show a significant difference at the .000 level in favor of the post-test group. These results support hypothesis 1.

Supporting the contention that test instructions should be presented in the language the child is most fluent, was the relationship between post total scores of the three groups which shows a significant difference at the .04 level. An analysis of the gains for each group revealed that, in general, higher gains were obtained by the group receiving instructions in the local dialect.

Other observations were made from the data collected on the post-test. A comparison of percent correct by

section revealed that in seven of the nine sections of the CAT, the group receiving the test instructions in English had fewer incorrect responses. The group receiving instructions in the local dialect had fewer errors in the remaining two sections. Spanish group errors were more frequent in all sections. Bias in the random assignment of subjects appears to have influenced the results. Only 50% of the children in the Spanish instruction group were rated as average bilingual or better (versus 75% for the English instruction group).

A comparison of the number and percent of omissions shows that the number of omitted items were fewer (9.1%) in every section when instructions were presented in the local dialect. Omissions were greater (11.2%) when instructions were presented in Spanish. It appears that in general, the children, however rated, seem to have better comprehension in the local dialect.

A comparison was also made of the items missed by ten or more subjects. Again, the data reveals that the children receiving instructions in Spanish missed more items. The groups receiving instructions in English and

in the local dialect missed almost the same number of items. The implications are that the language of the instructions influenced the scores.

Also compared were each subject's raw score and grade equivalent on the pre- and post-tests. It became readily apparent that the subjects with the best scores had the most experienced teacher and that the children with the lowest scores had the teacher with the least experience. These results also indicate that tracking may inadvertantly exist in some schools. Further research in this area should be explored.

Scores by language dominance and language of instruction were also analyzed. The children who were rated as Spanish dominant made a greater gain in pre-post scores when they received instructions in the local dialect. It is therefore questionable that the children rated as Spanish dominant are truly so since generally they performed better when provided with local dialect instructions. Children who were rated as bilingual scored higher when they received instructions in English. Only four children were rated as English dominant. From this data it appears

that the term bilingualism needs to be better defined for each individual child. It may be that school children identified as bilingual are not equally proficient in both languages but are more proficient in English.

The results of this study tend to agree with the studies previously cited which indicate that a child will perform better if he is tested in the language in which he is more fluent.

RECOMMENDATIONS

Methodology

1. Instruments. Replication of this study should include the use of the Edgewood Language Dominance Assessment developed by the Edgewood School Plan staff. This instrument provides a more accurate and reliable measurement of language proficiency.
2. Subjects. A larger sample involving students from other E.I.S.D. elementary schools would provide more reliable data.
3. Random Assignment of Subjects. To eliminate as much bias as possible a different method of random assignment should be used. A better method would be to assign one-third of each classroom to each group on the day of the test. This would result in a more equitable distribution of subjects.
4. Translations. Content as well as the instructions of the CAT could be translated. Research

using such a translation could provide more insight regarding the influence of language dominance and the language of the test instructions on test scores.

Findings

1. If the child is in a bilingual program equal emphasis should be given to learning oral and reading vocabulary skills in Spanish. Data from this study indicate children are learning few skills in Spanish.
2. The use of the local dialect as a facilitating technique appears to play an important role in the comprehension of instructions and therefore in task performance. It can and should be used effectively in the classroom.
3. The teacher in a bilingual program should be able to effectively use Spanish, English, and the local dialect in his/her teaching approach.
4. The influence of teacher experience on test performance and regular school performance needs to be explored.

5. Methods of eliminating tracking in the schools should be developed and administrators trained to use those methods.
6. The Spanish portion of the bilingual curriculum needs to be redesigned and programs resulting in the mastery of the Spanish language need to be developed.

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APPENDIX

INSTRUMENTS

SPANISH DIRECTIONS FOR ADMINISTERING THE READING

SECTIONS OF THE CALIFORNIA ACHIEVEMENT

TESTS, 1970 EDITION

SAY: Les voy a dar a cada uno de ustedes un librito y un lápiz. No abran el librito, ni marquen en él hasta que yo les diga.

Distribute one CAT Reading booklet, 1A, and a #2 pencil to each student. If the student data grid on the cover of the booklet has been completed prior to the testing, be sure that each student has his own booklet.

SAY: Escriban su primer y último (segundo) nombre aquí arriba en la primera página.

Hold up your booklet and show the students where to print their names. When all the students have finished,

SAY: Pongan atención a todo lo que voy a decir. Miren con cuidado a cada pregunta. Luego marquen la contestación. Si no saben la contestación, marquen la que crean que es.

SECTION 1: Reading Vocabulary: Time Requirement--30 minutes

WORD SKILLS--22 minutes

Three of the seven parts of the Word Skills section have time limits. The examiner will be advised immediately before each timed part.

SAY: Abran sus libritos y dóblenlos así.

Hold up your booklet and show the students how to open it and fold it back. Be sure all students have only page 2 face-up. Page numbers are located in the bottom left-hand corner of each page.

SAY: Miren a la primera línea de retratos junto a la A grande.

Hold up your booklet and point to the sample item.

SAY: Voy a leer una frase que va con uno de estos retratos. Es "The bird flew to its nest." ¿Cuál retrato enseña lo que dice la frase? Muy bien, el nido. Marquen la bolita junto al retrato del nido. Háganlo así como yo.

Hold up your booklet and show the student how to fill in the space.

SAY: ¿Pueden todos hacer ésto?

When you are sure the students understand the directions,

SAY: Cuando marquen su contestación, háganlo fuerte (obscuro). Si cambian la contestación, borren la que está mal. Vamos a hacer las siguientes diez preguntas como hicimos ésta.

Hold up your booklet and point to the sample item.

SAY: ¿Todos están listos para el número 1?

Read each of the following sentences once. Pause after each sentence so that the students can mark their answers. At the students' request, you may reread any item.

SAY: Número 1: "Jeff likes to play with his toy boat."

Número 2: "The dog chewed the bone."

Número 3: "Johnny picked up the bat."

Número 3: "Johnny picked up the bat."

Número 4: "The chicken ate the corn."

Número 5: "The boy ran across the bridge."

Número 6: "The table was round."

Número 7: "The lady baked a cake."

Ahora volteen sus libritos así.

Hold up your booklet and show the students how to turn it over. Be sure all students have only page 3 face-up.

SAY: ¿Todos están listos para el número 8?

Número 8: "The cat chased the mouse."

Número 9: "The girl sat on the bench."

Número 10: "The goat jumped over the fence."

After the last sentence has been read,

SAY: ¿Quiere alguien que lea una de las frases otra vez?

Reread any sentence requested; then,

SAY: Ahora miren a estas letras en este cuadro.

Hold up your booklet and show the students the correct section. Be sure all students understand they will be working with the letters in the left column only.

SAY: Miren a las cuatro letras junto a la A grande. Estas cuatro letras van juntas.

Hold up your booklet and point out the sample item.

SAY: Voy a leer una palabra para este ejemplo. Es "girl." ¿Con cuál de estas cuatro letras se empieza la palabra "girl?" Muy bien, "g." Marquen la "g" así.

Hold up your booklet and show the students how to black out the "g." It is especially important that the students make their marks heavy and black. They must cover the entire letter.

SAY: ¿Pueden todos hacer ésto?

When you are sure the students understand the directions,

SAY: Cuando marquen su contestación, háganlo fuerte a modo que no se vea la letra. Si cambian la contestación, borren la que está mal. Vamos a hacer las siguientes diez preguntas como hicimos ésta.

Hold up your booklet and point to the sample item.

SAY: ¿Todos están listos para el número 1? Recuérdense, marquen la letra con la que empieza la palabra.

Read each of the following words once. Pause after each word so that the students can mark the answers. At the students' request, you may reread any item.

SAY: Número 1: "Bag"

Número 2: "Hand"

Número 3: "Kitten"

Número 4: "Goat"

Número 5: "Park"

Número 6: "Young"

Número 7: "Egg"

Número 8: "All"

Número 9: "Uncle"

Número 10: "Only"

After the last word has been read,

SAY: ¿Quiere alguien que lea una de las palabras otra vez?

Reread any item requested; then,

SAY: Ahora miren a las letras en el cuadro siguiente.

Hold up your booklet and show the students the correct section. Be sure all the students understand they will be working with the letters in the right column only.

SAY: Miren al ejemplo junto a la A grande.

Hold up your booklet and point out the sample item.

SAY: Voy a leer una palabra para este ejemplo. Es "car." ¿Con cuál de estas cuatro letras se acaba esta palabra? Muy bien, con la "r." Marquen la "r" así.

Hold up your booklet and show the students how to mark their answers.

SAY: ¿Pueden todos hacer ésto?

When you are sure the students understand the directions,

SAY: Cuando marquen su contestación, háganlo fuerte. Si cambian la contestación, borren la que esta mal. Vamos a hacer las siguientes diez preguntas como hicimos ésta.

Hold up your booklet and point to the sample item.

SAY: ¿Todos están listos para el número 1? Recuérdense, marquen la letra con que se acaba la palabra.

Read each of the following words once. Pause after each word so that the students can mark their answers. At the students' request, you may reread any item.

SAY: Número 1: "Wolf"

Número 2: "Rib"

Número 3: "Pen"

Número 4: "Heat"

Número 5: "Bed"

Número 6: "Ink"

Número 7: "Buzz"

Número 8: "Go"

Número 9: "Why"

Número 10: "Mix"

After the last word has been read,

SAY: ¿Quiere alguien que lea una de las palabras otra vez?

Reread any item requested; then,

SAY: Volteen la página y doblen al librito así.

Hold up your booklet and show the students how to turn the page and fold the booklet back. Be sure all the students have only page 4 face-up. This part is timed. Give the students exactly 2 minutes after the signal BEGIN to do these items.

SAY: Miren a las letras en estos dos cuadros.

Hold up your booklet and point to those items in the top half of the page.

SAY: Miren a la primera letra en la primer línea.

Hold up your booklet and point out the first letter.

SAY: Es una "p." Ahora miren a las otras letras en esta línea.

Point out the other letters.

SAY: ¿Cuál de estas letras es la misma letra que la "p?" Muy bien, la última letra en la línea. Márquenla así.

Hold up your booklet and show the students how to black out the letters.

SAY: ¿Pueden todos hacer ésto?

When you are sure the students understand the directions,

SAY: Cuando marquen su contestación, háganlo fuerte. Si cambian la contestación, borren la que está mal. Ahora, solos, hagan todas las preguntas como hicieron la primera.

Hold up your booklet and point out the sample item.

SAY: Hagan estas quince preguntas pero no se pasen de esta palabra que dice "STOP."

Hold up your booklet and point out both columns and the STOP.

SAY: Trabajen lo más pronto que puedan. ¿Están listos? "START" ("GO").

Start timing and record the starting time in the space below.

_____
(Starting Time)

Monitor the students and make sure they observe the STOP after number 15 at the end of this section. After exactly 1 minute, if some students are still working,

SAY: Tienen un minuto más para acabar esta parte. Hagan todas las preguntas que puedan en el minuto siguiente.

After exactly one minute,

SAY: "STOP." Ahora miren a los ejemplos en este cuadro.

Hold up your booklet and show the students the items in the box in the bottom half of the page. This part is timed. Give the students exactly 3 minutes after the signal BEGIN to do these items.

SAY: Miren a las palabras junto a la A grande. ¿Ven las letras "S" y "D" junto de las palabras?

Hold up your booklet and point to the first item.

SAY: Si las dos palabras son iguales, marquen la "S." Si son diferentes, marquen la "D." ¿La primera palabra es igual que la segunda? Sí, sí es. Marquen la "S" así.

Hold up your booklet and show the students how to mark out the S.

SAY: ¿Pueden todos hacer ésto?

When you are sure the students understand the directions,

SAY: Cuando marquen su contestación, háganlo fuerte. Si cambian la contestación, borren la que está mal. Hagan las otras preguntas solos. Si las dos palabras son iguales, marquen la "S." Si son diferentes, marquen la "D." No se pasen de esta palabra que dice "STOP." (S--iguales, D--diferentes.)

Hold up your booklet and point out the STOP.

SAY: Trabajen lo más pronto que puedan. ¿Están listos? "START" ("GO").

Start timing and record the starting time in the space below.

_____
(Starting Time)

Monitor the students and be sure they observe the STOP at the end of this section. After exactly 2 minutes, if some students are still working,

SAY: Tienen un minuto más para acabar esta parte. Hagan todas las preguntas que puedan en el minuto siguiente.

After exactly one minute,

SAY: "STOP." Volteen al librito así.

Hold up your booklet and show the students how to turn it over. Be sure all students have only page 5 face-up. This part is timed. Give the students exactly 4 minutes after the signal BEGIN to do these items.

SAY: Miren al retrato junto a la A grande.

Hold up your booklet and point to the first picture.

SAY: ¿Qué es ésto? Muy bien, es un oso. Ahora fíjense en las palabras junto al oso.

Hold up your booklet and point to the four words.

SAY: ¿Cuál de estas palabras es el nombre del retrato? Muy bien, la primera palabra. Llenen la bolita debajo de la palabra que dice "bear." Háganlo así.

Hold up your booklet and show the students how to fill in the space.

SAY: ¿Pueden todos hacer ésto?

When you are sure the students understand the directions,

SAY: Cuando marquen su contestación, háganlo fuerte. Si cambian la contestación, borren la que está mal. Solos, hagan todas las preguntas como hicieron ésta.

Hold up your booklet and point to the sample item.

SAY: No se pasen de esta palabra que dice "STOP."

Hold up your booklet and point to the STOP.

SAY: Trabajen lo más pronto que puedan. ¿Están listos? "START" ("GO").

Start timing and record the starting time in the space below.

_____
(Starting Time)

Monitor the students and be sure they observe the STOP at the end of the section. After exactly 3 minutes, if some students are still working,

SAY: Tienen un minuto para acabar esta parte. Hagan todas las preguntas que puedan en el minuto siguiente.

After exactly one minute,

SAY: "STOP." Volteen la página, y doblen sus libritos así.

Hold up your booklet and show the students how to turn the page and fold the booklet back. Be sure all the students have only page 6 face-up.

SAY: Miren a las cuatro palabras junto a la A grande.

Hold up your booklet and point to the sample item.

SAY: Voy a leer una de estas palabras. Es "bag." ¿Cuál palabra es la misma que "bag?" Muy bien, la tercera palabra. Llenen la bolita debajo de la palabra que dice "bag." Háganlo así.

Hold up your booklet and show the students how to fill in the space.

SAY: ¿Pueden todos hacer ésto?

When you are sure the students understand the directions,

SAY: Cuando marquen su contestación, háganlo fuerte. Si cambian la contestación, borren la que está mal. Vamos a hacer las siguientes doce preguntas como hicieron ésta.

Hold up your booklet and point to the sample item.

SAY: ¿Todos están listos para el número 1?

Read each of the following words once. Pause after each word so that the students can mark the answer. At the students' request, you may reread any item.

SAY: Número 1: "Train"

Número 2: "Greet"

Número 3: "Win"

Número 4: "Ship"

Número 5: "Full"

Número 6: "Thunder"

Número 7: "Heat"

Número 8: "Throng"

Número 9: "Pat"

Número 10: "Sing"

Número 11: "Mean"

Número 12: "Groan"

After the last word has been read,

SAY: ¿Quiere alguien que lea una de las palabras otra vez?

Reread any words requested; then,

SAY: Ahora miren a las palabras junto a la A grande aquí abajo.

Hold up your booklet and point to the first sample item.

WORDS IN CONTEXT: TIME LIMIT--8 minutes

SAY: ¿Ven las palabras "pet the cat?" ¿Ven la palabra que está más obscura? Es la palabra "pet." ¿Ven las cuatro palabras más abajo? Son "feed," "pat," "see" and "tie." ¿Cuál de éstas quiere decir casi lo mismo que la palabra más obscura. Muy bien, "pat." Llenen la bolita junto a "pat." Háganlo así.

Hold up your booklet and show the students how to fill in this space.

SAY: Ahora miren a las palabras junto a la B grande.

Hold up your booklet and point out the second example.

SAY: Dicen "she was happy." ¿Cuál de estas palabras es la más obscura? Muy bien, "happy." Ahora lean las cuatro palabras que están más abajito.

Give the students time to read the four words.

SAY: ¿Cuál de estas palabras quiere decir lo mismo que la palabra más obscura? Muy bien, "glad." Llenen la bolita junto a "glad." Háganlo así.

Hold up your booklet and show the students how to fill in the space.

SAY: ¿Pueden todos hacer ésto?

When you are sure the students understand the directions,

SAY: Cuando marquen su contestación, háganlo fuerte. Si cambian la contestación, borren la que está mal. Solos, hagan las preguntas en la página siguiente como hicieron éstas.

Hold up your booklet and point to the sample items.

SAY: Ahora volteen sus libritos así.

Hold up your booklet and show the students how to turn it over.

SAY: No se pasen de esta palabra que dice "STOP."

Hold up your booklet and point out the STOP.

SAY: Trabajen lo más pronto que puedan. ¿Están listos? "START" ("GO").

Start timing and record the starting time in the space below.

_____
(Starting Time)

Monitor the students and be sure they observe the STOP. After exactly 7 minutes, if some of the students are still working,

SAY: Tienen un minuto para acabar esta parte. Hagan todas las preguntas que puedan en

el minuto siguiente. Si acaban antes de tiempo, revisen sus contestaciónes.

After exactly one minute,

SAY: "STOP." Cierren sus libritos y déjenlos boca arriba en sus mesas.

Allow the students a break. Then administer Section 2--Reading Comprehension.

SECTION 2: Reading Comprehension: Time Limit--16 minutes

SAY: Abran sus libritos y dóblenlos así para que se vea sólo esta página.

Hold up your booklet and show the students how to open it and fold it back. Be sure all the students have only page 8 face-up.

SAY: Lean la historia debajo del retrato.

Hold up your booklet and point out the story. The examiner should not read the story. When the students have finished the story,

SAY: Miren al ejemplo junto a la A grande.

Hold up your booklet and point out the first sample item.

SAY: Dice: "Tony liked to watch the"

- o "clown"
- o "dolphin"
- o "seal"
- o "whale"

¿Qué le gustaba ver a Tony? Muy bien, al "dolphin." Llenen la bolita junto a la palabra "dolphin." Háganlo así.

Hold up your booklet and show the students how to fill in the space.

SAY: Ahora, solos hagan al ejemplo junto a la B grande.

Hold up your booklet and point out the second sample.

SAY: Llenen la bolita junto a la palabra que crean que es la contestación.

The examiner should not read the sample item. Give the students time to read the item and mark their answers. Then,

SAY: Debieron llenar la bolita junto a las palabras que dicen "he watched Dan dance" porque entonces fué cuando se rió Tony. ¿Pueden todos hacer ésto?

When you are sure the students understand the directions,

SAY: Cuando marquen su contestación, háganlo fuerte. Si cambian la contestación, borren la que está mal. Sigan las instrucciones que están aquí abajo en cada página y sigan trabajando hasta que lleguen a la palabra que dice "STOP."

Hold up your booklet and turn the pages, pointing out the GO's on pages 9, 10, 11 and the STOP on page 12.

SAY: Hagan todas las preguntas, solos, como hicieron estas.

Hold up your booklet and point to the sample items.

SAY: Trabajen lo más pronto que puedan. Ahora abran los libritos así.

Hold up your booklet and show the students how to find the correct page, page 9.

SAY: Sigan trabajando hasta que lleguen al "STOP." ¿Están listos? "START" ("GO").

Start timing and record the starting time in the space below.

_____
(Starting Time)

Monitor the students to be sure they turn the pages correctly and observe the STOP at the end of the section. After exactly 14 minutes, if some students are still working,

SAY: Tienen dos minutos para acabar esta parte. Hagan todas las preguntas que puedan en los dos minutos siguientes. Si acaban antes de tiempo, revisen sus contestaciónes.

After exactly two minutes,

SAY: "STOP." Pongan sus lápizes en la mesa y cierren los libritos.

It is recommended that the first testing session end at this point. If the testing session is over, collect all the booklets and pencils.

LOCAL DIALECT DIRECTIONS FOR ADMINISTERING THE READING

SECTIONS OF THE CALIFORNIA ACHIEVEMENT TESTS,

1970 EDITION

SAY: Les voy a dar a cada uno de ustedes un book y un pencil. No abran el book ni rayen en el hasta que les diga.

Distribute one CAT Reading booklet, 1A, and a #2 pencil to each student. If the student data grid on the cover of the booklet has been completed prior to the testing, be sure that each student has his own booklet.

SAY: Aquí arriba en el cover, rayen su primer y último nombre.

Hold up your booklet and show the students where to print their names. When all the students have finished,

SAY: Pongan atención a todo lo que voy a decir. Miren con cuidado a cada question. Luego marquen la answer. Si no saben la answer, marquen la que crean que es.

SECTION 1: Reading Vocabulary: Time Requirement--30 minutes

WORD SKILLS--22 minutes

Three of the seven parts of the Word Skills section have time limits. The examiner will be advised immediately before each timed part.

SAY: Open your book y fold it así.

Hold up your booklet and show the students how to open it and fold it back. Be sure all students have only page 2 face-up. Page numbers are located in the bottom left-hand corner of each page.

SAY: Miren al primer row de pictures junto a la big A.

Hold up your booklet and point to the sample item.

SAY: Voy a leer una sentence pal row de pictures. La sentence es "The bird flew to its nest." ¿Acuál picture enseña lo que dice la sentence? ¿De acuál picture se trata la sentence? That's right, el "nest." Llenen la ruedita by the picture del nest. Háganlo así como yo.

Hold up your booklet and show the students how to fill in the space.

SAY: ¿Todos entienden como hacer ésto?

When you are sure the students understand the directions,

SAY: Marquen la answer dark. Si cambian su answer, desborren la wrong one. Vamos a hacer las next ten questions como hicimos la first one.

Hold up your booklet and point to the sample item.

SAY: ¿Están todos listos pal number one?

Read each of the following sentences once. Pause after each sentence so that the students can mark their answers. At the students' request, you may reread any item.

SAY: Number 1: "Jeff likes to play with his toy boat."

Number 2: "The dog chewed the bone."

Number 3: "Johnny picked up the bat."

Number 4: "The chicken ate the corn."

Number 5: "The boy ran across the bridge."

Number 6: "The table was round."

Number 7: "The lady baked a cake."

Ahora turn the book así.

Hold up your booklet and show the students how to turn it over. Be sure all students have only page 3 face-up.

SAY: ¿Están todos listos pal number eight?

Number 8: "The cat chased the mouse."

Number 9: "The girl sat on the bench."

Number 10: "The goat jumped over the fence."

After the last sentence has been read,

SAY: ¿Quiere alguien que lea una de las sentences otra vez?

Reread any sentence requested; then,

SAY: Ahora miren a las letters en esta box.

Hold up your booklet and show the students the correct section. Be sure all students understand they will be working with the letters in the left column only.

SAY: Miren a las four letters junto a la big A. Estas four letters van juntas.

Hold up your booklet and point out the sample item.

SAY: Les voy a leer una word que va con una de estas four letters. Es "girl." ¿Acuál letter es la first letter de la word. That's right, la "g." Marquen la "g" así.

Hold up your booklet and show the students how to black out the "g." It is especially important that the students make their marks heavy and black. They must cover the entire letter.

SAY: ¿Todos pueden hacer ésto?

When you are sure the students understand the directions,

SAY: Marquen la answer dark. Que no se mire la letter que queda abajo. Si cambian su answer, desborren la wrong one. Vamos a hacer las next ten questions como hicimos ésta.

Hold up your booklet and point to the sample item.

SAY: ¿Están todos listos pal number one? Acúérdense y marquen la first letter de la word.

Read each of the following words once. Pause after each word so that the students can mark the answers. At the students' request, you may reread any item.

SAY: Number 1: "Bag"

Number 2: "Hand"

Number 3: "Kitten"

Number 4: "Goat"

Number 5: "Park"

Number 6: "Young"

Number 7: "Egg"

Number 8: "All"

Number 9: "Uncle"

Number 10: "Only"

After the last word has been read,

SAY: ¿Quiere alguien que lea una de las words otra vez?

Reread any item requested; then,

SAY: Ahora miren a las letters en la next box.

Hold up your booklet and show the students the correct section. Be sure all students understand they will be working with the letters in the right column only.

SAY: Miren a las letters junto a la big A.

Hold up your booklet and point out the sample item.

SAY: Les voy a leer una word que va con una de estas letters. Es "car." ¿Acuál es la última letter de esta word? That's right, la "r." Marquen la "r" así.

Hold up your booklet and show the students how to mark their answers.

SAY: ¿Todos pueden hacer ésto?

When you are sure the students understand the directions,

SAY: Marquen la answer dark. Si cambian su answer, desborren la wrong one. Vamos a hacer las next ten questions como hicimos ésta.

Hold up your booklet and point to the sample item.

SAY: ¿Están todos listos pal number one? Acuérdense y marquen la última letter de la word.

Read each of the following words once. Pause after each word so that the students can mark their answers. At the students' request, you may reread any item.

SAY: Number 1: "Wolf"

Number 2: "Rib"

Number 3: "Pen"

Number 4: "Heat"

Number 5: "Bed"

Number 6: "Ink"

Number 7: "Buzz"

Number 8: "Go"

Number 9: "Why"

Number 10: "Mix"

After the last word has been read,

SAY: ¿Quieren que lea una de las words otra vez?

Reread any item requested; then,

SAY: Turn la page y fold el book así.

Hold up your booklet and show the students how to turn the page and fold the booklet back. Be sure all students have only page 4 face-up. This part is timed. Give the students exactly 2 minutes after the signal BEGIN to do these items.

SAY: Miren a las letters en estas two boxes.

Hold up your booklet and point to the items in the top half of the page.

SAY: Miren a la first letter en la first line.

Hold up your booklet and point out the first letter.

SAY: Es una "p." Ahora miren a las demás letters en esta line.

Point out the other letters.

SAY: ¿Acuál de estas letters es la misma (the same) que la letter "p?" That's right, la última letter en la line. Márquenla así.

Hold up your booklet and show the students how to black out the letter.

SAY: ¿Todos pueden hacer ésto?

When you are sure the students understand the directions,

SAY: Marquen la answer dark. Si cambian su answer, desborren la wrong one. Hagan las otras questions como hicieron la first one.

Hold up your booklet and point to the sample item.

SAY: Hagan hasta el number fifteen pero no se pasen de la word que dice "STOP."

Hold up your booklet and point out both columns and the STOP.

SAY: Trabajen lo más pronto que puedan. ¿Están listos? "BEGIN" ("GO").

Start timing and record the starting time in the space below.

_____
(Starting Time)

Monitor the students and make sure they observe the STOP after number 15 at the end of this section.
After exactly 1 minute, if some students are still working,

SAY: Les queda un minuto más pa que acaben esta part. Hagan todas las questions que puedan en el minuto que queda.

After exactly one minute.

SAY: "STOP." Ahora miren a las words en la next box.

Hold up your booklet and show the students the items in the box in the bottom half of the page. This part is timed. Give the students exactly 3 minutes after the signal BEGIN to do these items.

SAY: Miren a las words junto a la big A. Ven la letter "S" y la letter "D" junto a las words.

Hold up your booklet and point to the first item.

SAY: Si las two words son the same, iguales, marquen la "S." Si son different, diferentes, marquen la "D." Is the first word igual que la second word? Sí, son iguales, las dos dicen "dog." Marquen la "S" así.

Hold up your booklet and show the students how to black out the S.

SAY: ¿Todos pueden hacer ésto?

When you are sure the students understand the directions,

SAY: Marquen la answer dark. Si cambian su answer, desborren la wrong one. Hagan las demás questions ustedes solos. Si las two words son iguales, the same, marquen la "S." Si son diferentes, different, marquen la "D." No se pasen de esta word que dice "STOP."

Hold up your booklet and point out the STOP.

SAY: Trabajen lo más pronto que puedan. ¿Están todos listos? "BEGIN" ("GO").

Start timing and record the starting time in the space below.

_____
(Starting Time)

Monitor the students and be sure they observe the STOP at the end of this section. After exactly 2 minutes, if some students are still working,

SAY: Les queda un minuto más pa que acaben esta part. Hagan todas las questions que puedan en el minuto que queda.

After exactly one minute,

SAY: "STOP." Turn el book así.

Hold up your booklet and show the students how to turn it over. Be sure all students have only page 5 face-up. This part is timed. Give the students exactly 4 minutes after the signal BEGIN to do these items.

SAY: Miren al picture junto a la big A.

Hold up your booklet and point to the first picture.

SAY: ¿Qué es el picture? That's right, un "bear." Ahora miren a las four words junto al bear.

Hold up your booklet and point to the four words.

SAY: ¿Acuál word dice lo que es el picture? That's right, la first word. Marquen la ruedita debajo de la word "bear." Háganlo así.

Hold up your booklet and show the students how to fill in the space.

SAY: ¿Todos pueden hacer ésto?

When you are sure the students understand the directions,

SAY: Marquen la answer dark. Si cambian su answer, desborren la wrong one. Hagan ustedes solos todas las pictures como hicieron la first one.

Hold up your booklet and point to the sample item.

SAY: No se pasen de esta word que dice "STOP."

Hold up your booklet and point out the STOP.

SAY: Trabajen lo más pronto que puedan. ¿Están listos? "BEGIN" ("GO").

Start timing and record the starting time in the space below.

_____
(Starting Time)

Monitor the students and be sure they observe the STOP at the end of this section.
After exactly 3 minutes, if some students are still working,

SAY: Les queda un minuto más pa que acaben esta part. Hagan todas las questions que puedan en el minuto que queda.

After exactly one minute,

SAY: "STOP." Turn la page y fold el book así.

Hold up your booklet and show the students how to turn the page and fold the booklet back. Be sure all students have only page 6 face-up.

SAY: Miren a las four words junto a la big A.

Hold up your booklet and point out the sample item.

SAY: Voy a leer una de estas words. La word es "bag." ¿Acuál word dice "bag?" That's right, la third word. Márquenla así.

Hold up your booklet and show the students how to fill in the space.

SAY: ¿Todos pueden hacer ésto?

When you are sure the students understand the directions,

SAY: Marquen la answer dark. Si cambian su answer, desborren la wrong one. Vamos a hacer las next twelve questions como hicimos ésta.

Hold up your booklet and point to the sample item.

SAY: ¿Están todos listos pal number one?

Read each of the following words once. Pause after each word so that the students can mark their answers. At the students' request you may reread any item.

SAY: Number 1: "Train"

Number 2: "Greet"

Number 3: "Win"

Number 4: "Ship"

Number 5: "Full"

Number 6: "Thunder"

Number 7: "Heat"

Number 8: "Throng"

Number 9: "Pat"

Number 10: "Sing"

Number 11: "Mean"

Number 12: "Groan"

After the last word has been read,

SAY: ¿Quiere alguien que lea una de las words otra vez?

Reread any words requested; then,

SAY: Ahora miren a las words junto a la big A aquí abajo de la page.

Hold up your booklet and point to the first sample item.

WORDS IN CONTEXT: TIME LIMIT--8 minutes

SAY: Ven las words "pet the cat." Ven que una word está más dark que las otras. Es "pet." Ven las four words más abajito. Son "feed," "pat," "see" and "tie." ¿Acuál word quiere decir almost the same thing que "pet?" That's right, "pat." Llenen la ruedita junto a "pat." Háganlo así.

Hold up your booklet and show the students how to fill in the space.

SAY: Ahora miren a las words junto a la big B.

Hold up your booklet and point out the second sample.

SAY: Dicen "she was happy." ¿Acuál word está más dark? That's right, "happy." Ahora ustedes solos lean las four words que están abajito.

Give the students time to read the four words.

SAY: ¿Acuál word quiere decir almost the same thing que la word que está más dark? That's right, "glad." Llenen la ruedita junto a "glad." Háganlo así.

Hold up your booklet and show the students how to fill in the space.

SAY: ¿Todos pueden hacer ésto?

When you are sure the students understand the directions,

SAY: Marquen la answer dark. Si cambian su answer, desborren la wrong one. Hagan todas las questions en la next page como hicieron éstas.

Hold up your booklet and point to the sample items.

SAY: Ahora, turn your book over así.

Hold up your booklet and show the students how to turn it over.

SAY: No se pasen de esta word que dice "STOP."

Hold up your booklet and point out the STOP.

SAY: Trabajen lo más pronto que puedan. ¿Están listos? "BEGIN" ("GO").

Start timing and record the starting time in the space below.

_____
(Starting Time)

Monitor the students and be sure they observe the STOP. After exactly 7 minutes, if some of the students are still working,

SAY: Les queda un minuto más pa que acaben esta part. Hagan todas las questions que puedan en el minuto que queda. Si acaban early, chequeen sus answers.

After exactly one minute,

SAY: "STOP." Close your books y déjenlos boca arriba en la desk.

Allow the students a break. Then administer Section 2--Reading Comprehension.

SECTION 2: READING COMPREHENSION: TIME LIMIT--16 minutes

SAY: Turn over your book así pa que se mire nomás esta page.

Hold up your booklet and show the students how to open it and fold it back. Be sure all students have only page 8 face-up.

SAY: Lean la story debajo de la picture.

Hold up your booklet and point out the story. The examiner should not read the story. When the students have finished reading the story,

SAY: Miren a la sentence junto a la big A.

Hold up your booklet and point out the first sample item.

SAY: Dice: "Tony liked to watch the"

- "clown"
- "dolphin"
- "seal"
- "whale"

What did Tony like to watch? That's right, el "dolphin." Llenen la ruedita junto a la word "dolphin." Háganlo así.

Hold up your booklet and show the students how to fill in the space.

SAY: Ahora, solos, lean la sentence junto a la big B.

Hold up your booklet and point out the second sample.

SAY: Marquen la ruedita junto a la answer que escojan.

The examiner should not read the sample item. Give the students time to read the item and mark their answers. Then,

SAY: Debieron marcar la ruedita junto a "he watched Dan dance" porque fué cuando Tony se rió. ¿Pueden todos hacer ésto?

When you are sure the students understand the directions,

SAY: Marquen la answer dark. Si cambian su answer, desborren la wrong one. Ahora van a hacer las questions en las pages nine, ten, eleven y twelve como hicieron éstas. Abajo en cada page está una word. Si dice "GO," sigan working. Sigan working hasta que llegan a la word que dice "STOP."

Hold up your booklet and turn the pages, pointing out the GO's on pages 9, 10, 11 and the STOP on page 12.

SAY: Solos haçan todas estas questions como hicieron éstas.

Hold up your booklet and point to the two sample items.

SAY: Trabajen lo más pronto que puedan. Ahora open your books así.

Hold up your booklet and show the students how to find the correct page, page 9.

SAY: Sigan working hasta que lleguen a la word que dice "STOP." ¿Están listos? "BEGIN" ("GO").

Start timing and record the starting time in the space below.

_____
(Starting Time)

Monitor the students to be sure they turn the pages correctly and observe the STOP at the end of this section. After exactly 14 minutes, if some students are still working,

SAY: Les quedan two minutos más pa que acaben esta part. Hagan todas las questions que puedan en los two minutes que quedan. Si acaban antes de tiempo, chequeen sus answers.

After exactly two minutes,

SAY: "STOP." Put los pencils en las desks y close your books.

It is recommended that the first testing session end at this point. If the testing session is over, collect all the booklets and pencils.

INFORMAL RATING SCALE FOR LANGUAGE DOMINANCE

Spanish Dominant: Primarily uses Spanish

Social peer interaction--talks to schoolmates in Spanish on the playground, in the hall, before and after class. Academic situations--frequently answers questions in Spanish (even when asked in English); asks the teacher questions in Spanish; explains his answers in Spanish and discusses the subject in Spanish.

Expressing emotion or needs--uses Spanish to express anger, frustration, pain; when voicing his toilet needs; when hungry; when confiding in the teacher.

Bilingual: Uses both Spanish and English

Social peer interaction--uses English to talk to classmates in the hall, on the playground, before and after class but can and does use Spanish when interacting with classmates who understand little English; switches easily from Spanish to English,

and vice versa. Academic situations--while engaged in academic tasks uses English to answer questions, to ask questions and for discussion related to the subject; addresses the teacher and other adults in English. Expressing emotions and needs--uses Spanish to express himself when upset, angry, hurt or hungry; may or may not use English to express toilet needs or when confiding in the teacher.

English Dominant: Primarily speaks English although can speak some Spanish. Social peer interaction--talks with classmates in English in the hall, on the playground, before and after class. Speaks Spanish to classmates who do not understand English but does so haltingly and with obvious difficulty. Academic situations--always uses English when involved in academic tasks; when talking to the teacher and other adults.

Expressing emotions and needs--uses English and very rarely, Spanish to express himself when upset, angry, hurt or hungry; expresses toilet needs in English; confides in teacher in English.

TEACHER_____ GRADE_____ DATE_____

SPANISH DOMINANT

1. 6.

2. 7.

3. 8.

4. 9.

5. 10.

BILINGUAL

1. 6.

2. 7.

3. 8.

4. 9.

5. 10.

ENGLISH DOMINANT

1. 6.

2. 7.

3. 8.

4. 9.

5. 10.